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ABSTRACT

Objectives of the Watertown, South Dakota, exemplary experienced based career education project are to involve the community in the educational process of participants, who will be aided (1) in improving their self-concept, their relationships with others, and their basic skills; (2) in eliminating sex role stereotyping; (3) in understanding job clusters and families; and (4) in developing expertise in consumerism. The project serves a cross section of persons at least sixteen years of age and not enrolled in high school. Each student's program is individualized, designed to provide community based career education experiences, personal assessment, and assistance in strengthening basic and life skills. Fifty-nine students of diverse ages, ethnic, social, and educational backgrounds, abilities, and motivations were provided experiences at the project site, in the Lake Area Vocational Technical Institute, and in the community. The evaluation findings suggest a well-developed, meaningful program for the participating students. The first project year was one of forming policies and acquiring and developing instructional resources to meet the needs of students in accordance with the stated objectives. The project has the flexibility to meet the needs of adults in work exploration, guidance and counseling, and in basic educational skills. (BL)

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PATH FINDER

Project in Experience Based Career Education

First Interim Report

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August 1977

CE012867

Making the community the classroom for learning, experiencing, working, living

FIRST INTERIM REPORT

Project Number 502AH60061

Grant Number G08-76-00114

Entity Number 1-46-600-1273-A1

Pathfinder: Exploration through a Cluster Structure Linking Business, Manpower Agencies and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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Clayton D. Carlson, Project Director
120 Third Street Southwest
Watertown, South Dakota 57201

August 31, 1977

Telephone 605/886-3977

PATH FINDER

Project in Experience Based Career Education

120 Third Street Southwest
Watertown, South Dakota 57201

August 31, 1977

Vern Bak, Program Officer
Vocational-Technical Education
Department of Health, Education, & Welfare
Region VIII
Federal Office Building
19th & Stout Streets
Denver, Colorado 80202

Dear Sir:

I am herewith submitting the First Interim Report of the Part D Pathfinder Project in Experience Based Career Education.

Pathfinder is aligned with the needs of the community and relates directly to the job scene. Fifty-nine people were served in various capacities during the year. While each enrollee's program was tailored to personal needs and desires, the overriding goal was to help students understand themselves as a basis for setting personal goals and planning ways for self improvement.

This first year has been a time for planning, for acquiring materials and equipment to meet student needs that have become apparent during the year, of developing a working relationship with business, industry, education, and other segments of the community, and of developing the procedures and expertise for working with students.

In short, it has been a time of establishing the program in the educational system and in the community for greater and more effective service in the future. It has also been a time of continual evaluation by the staff of procedures, situations, materials, and information.

An overview of project activities is contained in the Interim Report.

Respectfully,

Clayton D. Carlson
Director

CDC:mn

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PREFACE

Experience Based Career Education (EBCE) has become the cornerstone of the career education movement. Fostered at the federal level by four national models, the projects in each state and territory have taken their own unique direction.

The Pathfinder Project serves a cross section of adults and young adults — any individual at least 16 years of age not enrolled in a high school.

During its first year of funding, Pathfinder served young people who had left high school prior to graduation and were seeking direction for their futures; individuals desiring to identify their interests through testing and counseling; those seeking direction for education and employment; handicapped workers wanting to chart a new occupational course; adults preparing to re-enter the labor market; people seeking to correct deficiencies in basic education skills; and individuals wishing to upgrade their employability. Nearly all of Pathfinder's 59 first-year clients wanted to learn more about work through personal experience and observation.

Much has been learned about the employment, education, and training needs of the area population. The first year of project activities furnished the staff with the experience to more effectively meet those needs during the coming year. A wide range of materials, equipment, and information has been acquired to help the staff provide individualized programs for students. Project resources have been broadened through the expertise and facilities available in the community.

This background will help spearhead the program's second year, directed at a yet larger and broader segment of the population.

REPORT SUMMARY

A. Time Period Covered

This report covers the period from September 1, 1976 through August 31, 1977.

B. Goals & Objectives

The following major objectives are to be accomplished:

Student Enhance self-concept, set and develop personal goals, relate to others, eliminate sex-role stereotyping, improve life and basic skills, understand job clusters and families, develop expertise in consumerism.
Project Involve community in the education process, provide student experiences that will facilitate decision making, develop a transportable EBCE model.

C. Procedures Followed

Pathfinder was written for NIE Priority Area II. Each student's program is individualized, designed to provide community-based career education experiences, personal assessment, and assistance in strengthening basic and life skills. Decision making is emphasized, with exiting students entering the education, training, or work option best suited to their individual needs and aspirations. A structure of 13 career clusters is being phased in over a three-year period.

Students are provided with experiences at the project site, in the Lake Area Vocational-Technical Institute, and in the community to help them develop an appreciation for all work. They are exposed to non-traditional job roles through audio-visual and printed materials, and through simulated and actual work situations.

D. Results & Accomplishments

A diverse student population, from the standpoints of age, sex, ethnic background, educational level, socio-economic background, ability, and motivation was served this year. Fifty-nine students were served in basic skills, guidance and counseling, and work exploration.

A wide range of units simulating work and training experience were purchased and developed by staff members at the Lake Area Vocational-Technical Institute. Procedures were developed and materials acquired to enable the staff to carry out the objectives of the project.

E. Program Evaluation

The Pathfinder Project is effectively meeting its major objectives.

The evaluation findings suggest a well-developed, meaningful program for the participating students.

F. Conclusions, Implications, & Recommendations

The first project year was one of forming policies and acquiring and developing instructional resources to meet the needs of students in accordance with the stated objectives. The need for the kinds of services Pathfinder has to offer was reflected in the diverse student population served this year. The project has the flexibility to meet the needs of adults in work exploration, guidance and counseling, and in basic educational skills.

A. PROBLEM AREA

Socio-Economic Conditions. South Dakota, with a large land area and a relatively small population, is the 16th largest state. Its 1970 population of 666,257 ranks 44th among the states. Population density ranges from 117 persons per square mile in Minnehaha County in the southeast to less than one person per square mile in Harding County in the northwest. With an average of 59.5 persons per square mile, only six states have a lighter population density. One of the most rural states, about 55 percent of the population lives on farms and ranches and in small towns. This is more than double the national average of 26.5 percent rural.

Slightly more than 5 percent of South Dakota's population is non-white, and of this number 92 percent are American Indians. Approximately 11 percent of all persons between the ages of 16 and 64 are disabled or handicapped in some manner. Nearly 47 percent of all residents 25 years old and over have completed less than four years of high school.

Three major socio-economic problems exist in the state:

Out Migration. There was a net out-migration of 92,560 people between 1960 and 1970. South Dakota has been experiencing heavy out-migration of young adults for several decades, and projections indicate this trend will continue through the 1970's. Declining population and an undiversified agricultural economy have operated in tandem to create grave imbalances which have a negative effect on incomes, business, schools and services, and the quality of life in general.

Un-employment and Under-employment. Pockets of high unemployment exist in the state, particularly on the Indian reservations, and under-employment results from the many people who work at part-time jobs because full-time employment is not available to them. Others work at jobs where their skills are under-utilized.

Low Per-Capita Income. The state's per-capita income has historically lagged that of most of the states. In 1970 it was 85.5 percent of the Plains States average and 80.7 percent of the national average. Data from the 1970 census shows that 18.7 percent of all persons in South Dakota have incomes below the poverty level.

Responsive to Need. The Pathfinder Project respresents a response to the need to help the unemployed, underemployed, or undecided person obtain skill training and orientation to the world of work.

Many students complete their final year of high school without definite goals. They are likely to remain in their home community at a low level of employment because of their lack of information about work and training programs.

Other people frequently make wrong choices and enter educational programs for which they are not suited, resulting in failure and frustration.

The sponsoring agency is the Watertown School District No. 14-4, which includes the Lake Area Vocational-Technical Institute (LAVTI).

Watertown is the largest community in northeastern South Dakota, with a population of some 15,000. It is the trade center for more than 100,000 people in the surrounding agricultural region. While the economy is agriculturally based, the city serves as a wholesale and retail distribution center, and has a wide range of businesses, industries, medical facilities, and government agencies.

Two exemplary Part D Career Education projects have been conducted through the school district since 1970. LAVTI has an enrollment of 750 students in 22 course offerings. A Multi-District Vocational Center, with an enrollment of 467 11th and 12th grade students from 10 communities is located in Watertown.

Project Description. Vocational Education Act Planning Grant Funds resulted in a proposal for the Pathfinder Project, funded as an arm of the Lake Area Vocational-Technical Institute on September 1, 1976. Four staff members from previous career education projects stayed on to operate this new direction in career education, entitled:

> Pathfinder: Exploration through a Cluster Structure Linking Business, Industry, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities.

Three key student objectives are: Develop an appreciation for the uniqueness of each individual and a proficiency in relating to others; eliminate sex-role stereotyping by being free to explore or engage in any occupation; be capable of understanding the world of work, with a broad perspective on opportunities and a specific focus on one or more clusters of occupations, together with knowledge of the educational and occupational pathways that lead to them and of the work and ways of life they involve.

The project serves the unique needs of South Dakotans, and encompasses successful career education techniques and materials developed in earlier projects. Pathfinder is designed to help individuals learn more about themselves, experience various kinds of work, and explore avenues of training and education that will lead to employment. Activities are geared to individual needs, abilities, and learning styles, with goal setting and decision making emphasized.

Students spend part of their time on learning sites in local businesses, industries, or public agencies, guided in their learning by working adults. Learning resources encompass the people, equipment, and facilities at a wide range of employer and community sites.

Population Served. Pathfinder is open to anyone over 16 not enrolled in a secondary school program. Information and methods will be disseminated to other area vocational-technical schools and to interested high schools

during the second and third project years. Population served includes those wanting to explore career and training paths in line with their interests, aptitudes, experience, and values. Examples include women re-entering the labor market, unemployed persons needing to refine their job-seeking skills, the under-employed and dissatisfied worker, individuals seeking mid-life career changes for various reasons, and young people leaving high school.

The first students enrolled in Pathfinder in January 1977. The early enrollees ranged in age from 16 to 58. Some were high school graduates wanting to explore work and education avenues. Others had not finished high school and wanted to complete requirements for a high school equivalency certificate while exploring careers.

One enrollee was a college graduate desiring career exploration and experience in a specific area. He obtained a professional level job upon achieving his goals.

Unique Effort. As a unique effort, Pathfinder had no reservoir of experience to draw from since the four national models were high school oriented. As a result, in May 1977 the project modified its approach, but not its goals, for serving individuals to:

- Provide specific, short-term assistance to agency clients in such areas as interest testing, resume writing, job interviewing, job application forms, and career research.

- Offer an intensive program for a wide range of clients. This on-going phase of Pathfinder covers career exploration, life skills, job seeking skills, hands-on exploration with on-site career mini-units, career research and exploration, and intensive two-day programs during the summer months for high school age students.

- Serve clients on a one-stop basis for information on careers or education. Pathfinder also serves those desiring to visit the project site at will to strengthen such skills as typing or to work through career mini-units or view films and filmstrips on jobs and work attitudes.

Relates to Jobs. Experience based career education aligns with the needs of society and relates directly to the job scene. Students are given the opportunity to understand the role of work in society and the range of jobs that exist by learning about job clusters, job families, and specific jobs. They learn how to understand themselves as a basis for setting personal goals and planning ways for self improvement.

Experience gained at work exploration sites is tied to examining work and education alternatives, making decisions related to work, education, and life style. Through their "real world" interaction with people on job sites, in the Pathfinder setting, and at the Lake Area Vocational-Technical Institute, Pathfinder students learn about occupations, about life, about other people, about themselves. They gain competence in the everyday skills needed by all adults.

Employability skills requires an understanding of what makes one employable, and this approach will be built upon assessment of the student's interests, abilities, likes and dislikes, and goals. A variety of activities is provided in this area to help students better prepare themselves for job placement. Topics include how to enter the world of work -- job choices and opportunities, applying for a job, and progressing on the job.

Psychology for Life and Work. The ability to understand and cope with everyday interpersonal relationships is an important part of a happy and successful career. This personal effectiveness includes understanding and influencing others, how others know you, and knowing your values, interests, aptitudes, abilities, and personality. Instruction includes assistance in values clarification and in developing decision making skills.

Career Exploration of Clusters. Many people are undecided or totally unaware of what they want to do, or of their ability to succeed in the world of work. Through intensive counseling, testing, and exploration, students are able to identify their career path. Career exploration includes enrollment in a short-term vocational program, community work observation and training, and a self-search through vocational packets.

Exploration ranges from an analysis of occupations within one cluster to jobs within several clusters. Students also become aware of the satisfactions of work, and learn more about the American economic society.

Participants are considered as LAVTI students, and include the following:

(a) Young people who have recently left high school, and who want to explore various careers, avenues of training, education, and employment prior to making a vocational commitment.

(b) Others who want to re-examine their life objectives through involvement in self-assessment activities, job exploration, training, education, and exploration of employment possibilities.

(c) Individuals who want to examine and have experiences in the course offerings of any of the state's vocational-technical schools.

(d) Those who want to participate only in the self-assessment portion of the program as a basis for decision making.

(e) Students currently enrolled in LAVTI who want to strengthen their basic or life skills.

The problem area faced by the Pathfinder Project is to serve those individuals having needs for information about opportunities in education and employment, and the pathways leading to these ends, with the information and experiences that will enable them to set appropriate and realistic goals and make and act upon the decisions that will help them make the highest and best use of their abilities and aspirations.

A collaborative effort on the part of the employment and education communities to build a program of Experience Based Career Education upon the foundation that already exists in the community is needed. Business and industrial firms must become more directly involved in program planning processes, and must be used as educational resources. An analysis of student needs in South Dakota indicates that many of the stronger needs are in the areas of counseling, guidance, and placement. There is a need on the part of both education and the community to assist out-of-school individuals with the needs that they feel most acutely: gaining insight into self; observing, experiencing, and evaluating adult roles; identifying their interests and aptitudes with job cluster; developing competence in making decisions related to education, training, and work; and gaining expertise in those social, judgmental, and communication skills required for choosing, changing, or advancing within an adult environment.

B. GOALS AND OBJECTIVES

Pathfinder's purpose is to provide community-based career experiences to young people who have left high school either by graduation or by non-completion, and who wish to explore careers through on-site experiences in the community within a cluster structure. It will also serve young people who have special needs in basic and life skills. Personal decision making will be emphasized, and exiting students will enter the education, training, or work option best s ted to their individual needs and aspirations, at any geographic location.

Pathfinder was written for NIE program priority area 2, and serves the unique needs of the Watertown community and of South Dakota. It reflects the needs of young people in the region, and encompasses the successful career education techniques and materials developed in earlier career education efforts in the community and state. However, Pathfinder contains many elements of the Community Experience in Career Education (CE)2 NIE Model in EBCE at Tigard, Oregon. Student evaluation materials from the Appalachia Educational Laboratory's EBCE Model at Charleston, West Virginia, will also be used in the project.

The following specific objectives will be met: Student -- enhance self-concept, set and develop personal goals, relate to others, eliminate sex-role stereotyping, improve life and basic skills, develop competency and job-seeking skills, understand job clusters and families, develop expertise in consumerism. Project -- involve community in the education process, provide student experiences that will facilitate decision making, develop a transportable EBCE model.

Specific Project and Student Objectives and supporting activities are detailed in Part D, RESULTS & ACCOMPLISHMENTS.

C. PROCEDURES FOLLOWED

The project director reports to the superintendent of the Watertown Independent School District No. 14-4. The project proposal was approved by the State Board for Vocational Education, and project activities are monitored by the State Division of Vocational-Technical Education.

This project was written for NIE Program Priority Area II, and contains many elements of the Northwest Regional Education Laboratory's Community Experiences in Career Education (CE)2 model at Tigard, Oregon. Student evaluation materials from the Appalachia EBCE model at Charleston, West Virginia are also used in the project. In addition, the project is drawing from the experiences and materials from two other Part D career education projects conducted by the local school district, and from other programs in the upper midwest that will help the project meet its objectives.

The Pathfinder Project is designed to provide community-based career experiences, personal assessment, and assistance in strengthening basic and life skills. Decision making is emphasized, with exiting students entering the education, training, or work option best suited to their individual needs and aspirations.

A 13-cluster structure will be phased in over a 3-year period, beginning with six clusters the first year, coordinated with the offerings at LAVTI. During years two and three the cluster phase-in will encompass the course offerings of the other schools in the state vocational-technical system. The Pathfinder Project will also serve as a demonstration-diffusion model for these schools.

Education-Work Roles. A collaborative process between the education and work communities is being established, facilitating their meeting the needs of youth pointed out by former Secretary of Labor Willard Wirtz: gaining insight into self; observing, experiencing, and evaluating adult roles; obtaining not only the specific skills requisite to employment, but also those broader social, political, judgmental, and communication skills required for choosing, changing, or advancing within an adult environment.

Implementation Procedure. Pathfinder students are provided with experiences at the project site, in the Lake Area Vocational-Technical Institute, and in the community to help them develop an appreciation for the dignity of all jobs. They learn that each worker is unique, making a valuable contribution to society.

Pathfinder students are exposed to non-traditional job roles through audio-visual and printed materials, and through simulated and real work situations. They are placed on job sites where they observe and perform non-traditional male-female work tasks, thereby gaining an appreciation for the variety of jobs within the capabilities of the individual worker.

Students, who range in age from 16 years to middle age, are assisted in setting work and educational goals based on a format of 13 occupational clusters. Through testing, counseling, and experience enrollees identify one or two clusters of personal interest, then identify and explore specific occupations.

The relationship of work to lifestyle is stressed, and this relationship is a focal point as the student develops short- and long-term goals.

Cluster Approach. A cluster phase-in has been developed over a three-year period. Six clusters were to be implemented during the first year, corresponding to the offerings in the Lake Area Vocational-Technical Institute at Watertown.

First Year -- Cluster 1, Agri-Business and Natural Resources; Cluster 4, Consumer and Homemaker; Cluster 6, Health; Cluster 8, Personal Service; Cluster 11, Science, Environment, and Engineering; Cluster 12, Trades.

Second Year -- Cluster 2, Business, Marketing, and Office Occupations; Cluster 3, Communications and Media; Cluster 7, Manufacturing and Processing; Cluster 9, Public Service.

Third Year -- Cluster 5, Fine Arts and Humanities; Cluster 10, Recreation, Tourism, and Leisure Time; Cluster 13, Transportation.

Student Selection. The guideline for selecting students for the Pathfinder Project is generally the same as those for admission to the Vocational-Technical schools in South Dakota: over 16 years of age and out of high school, with potential for benefiting from the program.

Elimination of Sex-role Stereotyping. Sex-role stereotyping is eliminated by (a) exposing all participants to non-traditional job roles; (b) encouraging students to consider all types of careers and make choices based on their interests and abilities rather than on their sex; (c) giving opportunities to students to choose non-traditional job roles; and (d) helping students raise their level of respect for others, regardless of their sex, color, ethnic background, or value system.

Sex-Fair Guidance, Counseling, Placement, & Followup. Project and student outcome objectives have been formulated to help resolve sex bias in counseling, placement, and followup. Examples of such objectives are (1) work site experiences that go beyond merely acquiring career information, but will encompass the use of that information in re-examining

opinions and alternatives, and in making decisions related to work, education, and life style goals; (2) guidance, counseling, and placement services are an integral part of the cluster phase-in process, which encompasses both traditional and non-traditional job roles.

Safeguards with Respect to Work-Related Activities. Under the South Dakota Labor Code and the South Dakota Education Code, students in non-paid work experience or occupational training classes in the community are covered under the Workmen's Compensation Laws. The activities and length of time spent by students on job sites will be regulated to guarantee that they remain in a non-productive observer-trainee status. Students will also be covered by regular student accident and health insurance.

Third Party Evaluation. Dr. Allan Lindstrom and Dr. Marvin Scholten, staff members in the Education Department at South Dakota State University and an independent evaluation team, are the project's third party evaluators.

Two-Day Summer Program. Young people need exposure to all aspects of employment, ranging from the reasons why people work to an overview of the broad range of careers in today's working world. Since this exposure is not usually available in the classroom, the Pathfinder Project of the Lake Area Vocational-Technical Institute designed a two-day summer program for high school age people.

The program was conducted in several sessions by LAVTI and Pathfinder personnel.

One week separated the two days of the program to allow time for scoring interest tests and arranging community work exploration sites. An outline of the program follows.

Day One

1. Orientation (35 minutes)

   a. Present parental signoff for all activities
   b. Complete Pathfinder application form
   c. Why This Experience?

2. "Before the Search Begins" (30 minutes)

   A filmstrip and discussion on the necessary steps to take before beginning the search for a job.

3. Interest Inventory (35 minutes)

   The Strong-Campbell Interest Inventory to help NYC participants identify their interest areas.

4. Break (15 minutes)

5. "The World of Work" (20 minutes)

   A filmstrip presenting the cluster approach to occupations.

6. Research Career Information (45 minutes)

7. Where in the world of work would you like to explore? (15 minutes)

   Discussion and tentative decision on community exploration sites.

8. Noon meal at the Lake Area Vocational-Technical Institute

9. Guided tour of the Lake Area Vocational-Technical Institute

10. You Can Get an Education

    A discussion on financial opportunities for training and education beyond high school.

Day Two

1. The Career Search

   a. Review Strong-Campbell Interest Inventory (30 minutes)

   b. Research career materials and view Career Exploration Filmstrip Series (60 minutes)

   c. Identification and assignment of community exploration sites (15 minutes)

2. Break (15 minutes)

3. "Jobs and Gender" (30 minutes)

   A filmstrip and discussion on the right of any person to qualify for and fill positions traditionally labeled "men's" or "women's" jobs.

4. "Making a Good Impression" (20 minutes)

   Filmstrip and discussion on good work habits

5. Interview techniques (optional) and learning to use the South Dakota Job Bank (30 minutes)

6. Noon hour

7. Job site exploration in the community

Unique Features. Unique features of the Pathfinder EBCE Project include the following: (a) the project is designed to serve individuals who are not enrolled in a secondary school; (b) participants encounter work related experiences in three settings: on job sites, in the vocational school system, and in the project facilities; (c) participants may be enrolled in the Lake Area Vocational-Technical Institute and in the Pathfinder Project concurrently to utilize certain services, such as personal assessment and analyses of the labor market; (d) individuals can enroll in the program for an indeterminate length of time, but will be encouraged to remain until their own goals are achieved.

Dissemination Procedures. Dissemination of the Pathfinder Project is being accomplished in the following ways:

1. Visits by the community resource director to potential work experience sites;

2. Placement of students on work experience sites;

3. Distribution of brochures to potential students, to the helping agencies, and to potential work experience sites;

4. Newspaper features;

5. Distribution of quarterly and interim reports to the Regional USOE, state education agencies, and the ERIC System;

6. Direct contact with employers, Chamber of Commerce, service clubs, State and Federal agency personnel, school administrators and counselors, and prospective clients.

D. RESULTS & ACCOMPLISHMENTS

A diverse student population, from the standpoints of age, sex, ethnic background, educational level, socio-economic background, ability, and motivation was served this year. Areas of individualized service to the 59 students served was also diverse, but fall into three general categories: basic skills, guidance and counseling, and work exploration.

The individual student is the focal point of all project activity, ranging from the community resource personnel and work exploration sites developed to the several mini-units written and acquired.

Clusters, based on the 13-cluster format being used by the project, are being phased in in conjunction with the mini-units developed and purchased, and the work exploration sites developed. Clusters specifically dealth with this year were Agri-business and Natural Resources, Consumer and Homemaker, Health, Personal Service, Science, Environment & Engineering, and Trades.

Development of an interrelationship between the project and the community was launched, with the selection of an advisory committee from the community, and contact with the Chamber of Commerce, the Industrial Development Director, service clubs, and individual businesses and industries.

Plans were made, procedures developed, materials purchased, and units written prior to enrollment of the first students in January, 1977. Entities valuable for self-concept verification included obtaining and developing materials, games, and other information and products related to values clarification. Procedures and materials for evaluating and strengthening basic skills were also developed and acquired. Specific methods, procedures, equipment, materials, and personnel necessary for achieving all project and student objectives were implemented and acquired.

A breakdown of student characteristics and other information relevant to project activities is contained in the Appendix to this report.

Following are activities and progress centered on objectives.

STUDENT OBJECTIVES

A. Outcome: Self Concept

As a result of individual completion of the Pathfinder Project, the student will develop better understanding and acceptance of self, thus enhancing the self concept. Each exiting student should be able to:

1. describe self in affective terms
2. gain a most positive feeling about self
3. identify personal value system
4. identify and express needs and wants
5. publicly affirm personal values

Primary emphasis in working toward a better self image has been on personal counseling. Many Pathfinder students need to be reinforced and have their strong points emphasized. The entire staff has taken a positive attitude toward each student to help the individual gain an improved self image. This interaction and positive reinforcement includes the use of student journals as a means of written communication. Various interest tests and diagnostic surveys are found to be an excellent point of beginning in establishing rapport with students to help them achieve this objective.

Testing instruments include the Self Directed Search, the Minnesota Importance Questionnaire, the Wide Range Achievement Test, and the Strong-Campbell Interest Survey (Merged form).

The Strong-Campbell Interest Inventory and the Minnesota Importance Questionnaire are used to identify personal interests and vocational needs.

This helps the student understand self in relation to career needs. Some work is done in values clarification where time permits.

Many Pathfinder applicants have not finished high school. This causes many of them some anxiety because they feel a need for some evidence of educational achievement to qualify for certain jobs. The initial freedom they might have experienced upon leaving school prematurely often develops into a situation of grasping in seeking help for their situation. Preparing for and completing requirements for the GED examinations instills new hope and self-confidence, and a feeling of personal worth for many.

B. Outcome: Personal Goals

As a result of individual completion of the Pathfinder Project, the student will be capable of making appropriate decisions and set goals with respect to own life style and initial area of work. Each exiting student should be able to:

1. identify and evaluate alternatives in personal and career decisions
2. distinguish between long- and short-term personal goals
3. choose an appropriate initial area of work

Goal-setting activities were required of each student, with the staff helping the student work toward those goals. Students were encouraged to be realistic in setting employment and educational goals, since many preferred to remain in the immediate area where employment opportunities are often limited. Others tended to overreach their own abilities and become unrealistic in their aspirations.

The staff found that personal counseling helped individuals work through problems in career and personal decisions. An example is a middle-aged couple who, after a few weeks in Pathfinder, are now engaged in employment with the South Dakota Job Service and in university training in drug and

alcohol counseling. Most exiting Pathfinder students have chosen an area of work or training. Many have reinforced their earlier career goals by attending Pathfinder.

Employment outlook, length and kind of training or education required for various jobs, potential income, and student financial aids were discussed with students. They were also introduced to the life styles unique to various occupations. Life styles unique to the cluster of occupations under consideration were studied through film strips, films, printed material, discussions, and job site experiences.

C. Outcome: Be Able to Relate to Other Members of Society

As a result of individual completion of the Pathfinder Project, students will develop an appreciation for the uniqueness of each individual and develop a proficiency in relating to others. Each exiting student should be able to:

1. demonstrate a compassion for others
2. describe and demonstrate the principles of good interpersonal communications, with emphasis on employer-employee relationships
3. recognize the right of any member of society to choose non-traditional jobs
4. develop an appreciation for the unique contribution of every individual to the world of work
5. develop an appreciation for the dignity of work

Through individual and group counseling, students were helped to perceive themselves as individuals with unique strengths and limitations, aspirations, likes and dislikes, and physical and emotional characteristics. Most Pathfinder students were successful in accepting and relating to other students and staff members. Each student was exposed to counseling, situations, and information relating to self examination in terms of interpersonal

relationships. Through these activities, they developed a means of communication of value in relating to others.

Communication was enhanced through interaction with staff members, individuals on job sites, and with one another through use of journals in which students expressed themselves concerning their daily activities, interests, and problems.

By emphasizing the individual's right to explore and select non-traditional jobs, students came to recognize the rights of others in their job selections, while developing an appreciation for all kinds of occupations and the contribution each person makes or is capable of making.

D. Outcome: Eliminate Sex Role Stereotyping

<u>As a result of individual completion of the Pathfinder Project, students will be free to explore or engage in any occupation regardless of former sex role stereotyping. Each student will be:</u>

1. exposed to women and men in non-traditional job roles
2. encouraged to consider all types of careers and make choices based on their interests and talents rather than on their sex
3. given opportunities to choose non-traditional job roles
4. raise each student's level of respect for others regardless of their sex, race, color, or value system

Materials used in Pathfinder are evaluated by a committee to ensure that they are not sex-biased. Work sample units are open to all students regardless of sex. Non-sexist testing materials are used. Students were exposed to non-traditional male-female occupational roles through work exploration units, materials, and job site experiences. They were required to work through all 13 occupation clusters used in the project, and were encouraged to engage in non-traditional job site experiences.

While all students worked with a variety of media materials and mini-units representing a wide variety of occupations, this goal was reinforced in various ways. For example, a non-traditional job roles workshop was held, conducted by a representative of the South Dakota Job Service. Students, staff, school counselors, agency representatives, and the press attended. An attitude of non-sexism prevailed in working with students in all areas of their individualized programs.

E. Outcome: Improvement of Life Skills and Basic Skills

<u>As a result of the individual completion of the Pathfinder Project, each student will have evaluated academic strengths and will have the opportunity to complete high school or its equivalent. Each student will be:</u>

1. provided with appropriate learning experiences to strengthen basic skills
2. given the opportunity to complete high school or its equivalent
3. provided an intensified experience base for student life skills and basic skills project activities to further reinforce perceptions of the relationships between learning and working
4. helped to develop general employability skills, including the ability to interact with adults and to recognize social, economic and psychological factors influencing personal performance and job satisfaction
5. helped to identify, and acquire, if they wish, some of the skills, knowledge, and attitudes required for specific jobs
6. given opportunities to commit themselves for longer periods of time to perceived interests and needs

A program was developed for evaluating math ability and reading level through testing procedures, including the Wide Range Achievement Test. Many of the students coming to Pathfinder are aware of their needs in these areas and are prepared to correct them. The learning coordinator has done extensive work in this area, correlating available services with the school's Adult Basic Education Program.

Most students received daily instruction in some basic skills area. Some had high school diplomas, but needed to strengthen certain areas. Others had not finished high school, and obtaining a high school equivalency (GED) certificate became an immediate goal. Five individuals completed their GED requirements through Pathfinder.

A variety of materials are coordinated with basic skills areas. These include filmstrips and other materials concerning grooming and job-seeking skills.

Students were admitted into the program on an open-ended basis, and remained until their specific goals were achieved. Many came into the program for such specific reasons as interest surveys or strengthening basic skills, and remained to work through various career exploration units and to explore a variety of occupations in the community. In conjunction with these explorations, they were helped to acquire specific information related to various job clusters, families, and jobs.

F. Outcome: Competencies

<u>As a result of individual completion of the Pathfinder Project, the student will develop competency skills considered by the local community to be necessary for adults to function effectively in the community. Each student will:</u>

1. be provided with interaction in learning experiences in the community itself
2. be assisted in benefitting from the knowledge and experience of working people in various fields, thereby expanding their awareness of various career options and community resources
3. develop an appreciation for the unique contribution of every individual to the world of work
4. exercise skills and responsibilities in dealing with various kinds of adults in different community settings

Community learning experiences were provided several students, while the majority worked through simulated occupational units at the project site. Several "career competency" units were planned that would provide learning interaction in basic skills, career information, and career competencies. These will be implemented during the second project year. Among these competency units, which were discussed with several employers in the community, are units in telephone use, personal finance, safety, and insurance services.

One technique used this year in placing individuals on work exploration sites was the employer interview. Several employers expressed a reluctance to bring a student onto the job scene, yet were willing to discuss aspects of the job with the student in an interview type situation. This sometimes created understandings which led to further on-site exploration. In other cases, the interview provided the necessary exposure to that occupation.

However, any aspect of work exploration, whether in the community or on the project site, helped participants see how all work is interrelated in our society, and that the contribution made by each person is unique and meaningful. Employer instructors are advised to treat Pathfinder students as responsible adults in all of their work and interpersonal relationship activities while on the job site.

G. Outcome: Understanding of Occupations and Job Clusters

As a result of individual completion of the Pathfinder Project, the student will be capable of understanding the world of work, with a broad perspective on opportunities and a specific focus on one or more clusters of occupations, together with knowledge of the educational and occupational pathways that lead to them, and of the work and ways of life that they involve. As a result of individual completion of this project, the student should be able to:

1. identify several clusters of interest to self
2. describe and demonstrate job seeking skills
3. other job explorations from high to low as related to personal interest
4. identify and pursue a career pathway
5. construct a personal plan of occupational and educational endeavor
6. identify personal career alternatives

A broad spectrum of information, in all media forms, was available to students. This information dealt with all levels of career exploration, from general exposure to a cluster to identifying and refining personal interests and goals. Most students complete job application forms, write letters of application, and develop resumes. Most students developed a personal plan of action related to career goals.

Students were exposed to occupational clusters according to (a) the phase-in procedure; (b) their interests and aptitudes; and (c) goals, as expressed in lifestyle desires. Every student activity, from basic skills, counseling and guidance, to project site and job site experiences, was keyed to an understanding of the world of work, helping the student zero in on an occupational cluster and on specific occupations.

H. Outcome: Expertise in Research and Consumerism

As a result of completion of this project the student will be capable of identifying and using available services such as the South Dakota Job Service, education and vocational opportunities, job bank, and labor projection statistics. The student should also become knowledgeable to consumer education and personal finance. Each exiting student should be able to:

1. demonstrate a knowledge of credit buying
2. demonstrate knowledge of consumer responsibilities and practices

3. demonstrate knowledge of money management, budgeting, bank services, social security, retirement, insurance and taxes
4. apply job seeking and career researching skills
5. understand and effectively use community services

Younger students, generally in the 16-18 year old bracket, spent some time working on money management activities. Older students tended to have a practical working knowledge of consumer affairs. All students interested in higher education or in vocational education were given an opportunity to tour schools of their choice. Several out-of-town tours, as well as numerous tours of the Lake Area Vocational-Technical Institute, were taken. All students were made aware of the services of the South Dakota Job Service, including the South Dakota Job Bank listings and how to use them.

Students not registered for work with the Job Service were assisted in doing so. They were also apprised of the services of such other agencies as the Vocational Rehabilitation, Social Services, Mental Health services, CETA, and the Bureau of Apprenticeship and Training.

PROJECT OBJECTIVES

A. Outcome: Community-Education Involvement

As a result of Pathfinder Project activities, there shall develop an interrelationship between educational agencies and the community.

1. establish and maintain effective two-way communication between the Pathfinder Program and its publics, including students, parents employers, labor, educational institutions, and the community-at-large
   a. generate community interest and support for the project
   b. provide, from within the community, the resources needed for student learning
   c. meet the information needs of the project participants and the general public
   d. help give community participants a vested interest in the project operations
   e. establish ongoing communication between the project and various agencies, organizations, and interacting groups

Community interest and support for the project was gained by (a) establishing an advisory council comprised of a cross section of individuals in public and private employment; (b) timely news and feature stories; (c) personal contact by staff personnel with personnel of the helping agencies, and with employers and with other interested and influential community sources.

Resources for student learning were provided both from within the project, the Lake Area Vocational-Technical Institute, and the community. The beginning point for every student is within the project in assessment, guidance and counseling, exposure to careers through media information, and

working through various "mini-units" representing the various occupational clusters. Several of these units were designed by LAVTI staff members, and represent their areas of instruction. Observation opportunities were also available and utilized in LAVTI.

News features and stories, project outlines and abstracts, and brochures were used for community contact. Service to individual students were emphasized, with employer instructors accepting the challenge of helping others through teaching and imparting job information and skills; helping previously uncommitted students gain a measure of success; and inspiring present employees through showing students how to handle a job.

B. Outcome: Dissemination and Project Transportability

As a result of Pathfinder Project activities, a wholly or partially transportable Experience Based Career Education model will be available for the use and participation of other vocational-technical schools or by private non-profit schools.

1. assist other institutions in establishing the model in their environment during the second and third year of the project
2. assist high school counselors in South Dakota in assessing student needs

Staff members discussed Pathfinder on two occasions with administrators of the Mitchell Area Vocational-Technical Institute, and the State Division of Vocational-Technical Educational has been kept informed of project activities. One field trip was conducted for students who expressed an interest in the programs offered at LAVTI.

One method planned for the second year of the project to involve the other four area vocational-technical schools in Pathfinder is to produce slide/tape presentations of programs offered at those schools that are not available at LAVTI. This method will provide an efficient means of exposing students to

the programs available at other schools, and of determining their interest in those programs. Site visitations would then hinge upon this identified interest.

Direct staff contact will be made with all of the area schools early in the second year, and additional means of dissemination and involvement will be explored.

Letters and brochures were mailed to high school counselors within a 50-mile radius of Watertown, advising them of Pathfinder services and encouraging their student referrals. Response was light. Two staff members called on the administrators of five area high schools.

C. Outcome: Employer Instructor Development

Provide site personnel with the staff support, program information, skill development, and contact with each other needed to guide, negotiate with, instruct, and evaluate students in the Pathfinder Project.

1. Maximize the potential of an employer-community site as a learning setting by focusing employer instructors on their instructional, supervisory, and guidance responsibilities and developing their ability to help students discover useful and relevant learning experiences.

Prior to and during student job site explorations, employers and those designated to work with students were briefed on Pathfinder through visits and printed information. Expectations, goals, employer responsibilities, and student responsibilities were discussed. Frequent followup was conducted by the community resource director during and following explorations to ensure student-employer-instructor understanding, and to secure ongoing and final evaluation of the student. The student's job site experiences were also evaluated by the staff through discussions and use of the student journal.

D. Outcome: Specific Educational Purposes through Curriculum

As a result of Pathfinder Project activities, students will receive integrated, comprehensive experiences that will facilitate their decisions to enter education or training programs or specific work situations. Students will be:

1. provided with comprehensive experiences to help them choose their individual goals
2. assisted in developing individualized learning techniques that take into account each student's unique learning rate and style as well as individual interests, needs, and abilities
3. exposed to many opportunities for examining and learning more about career alternatives and the issues and problems
4. assisted in capitalizing on the possibilities of experiential "learning by doing" activities as a way of instilling greater relevancy and personalization into their experience in the project
5. assisted in actively utilizing community people and resources to better respond to both program and individual students needs and goals
6. encouraged to increase both their career and lifestyle decision making skills through intensive participation in the planning of their individual learning
7. assisted in focusing on the underlying processes and skills necessary for them to manage and direct their own learning experiences throughout their lives
8. helped in combining learning experiences from all curriculum areas in such a way as to help them better preceive the interrelatedness of learning and its connection to their specific interests and goals.

Experiences that helped students set goals began with an intake interview involving the entire Pathfinder staff. Through this and subsequent interviews, counseling, and interest testing, the individual began to gauge progress made in life to this point, and evaluate strengths, weaknesses, and needs. Subsequent project site experiences in counseling, basic skills, information, mini-units, LAVTI, and community experiences proved valuable in individual goal-setting.

Student achievement was also measured by the Wide Range Achievement Test and the Gray Oral Reading Test. Other instruments used included the General Aptitute Test Battery; the Strong-Campbell Interest Inventory; the Mooney Problem Check List; the Self Directed Search; the Minnesota Importance Questionnaire; the Career Planning Profile by ACT; and the SRA Vocational Planning Survey. Life skills status was evaluated through administration of the Adult Performance Level test by ACT.

Counseling, testing, and discussion resulted in students learning more about themselves in relation to career and training opportunities, and the problems that confronted many of them. By learning about the student's status, learning rate and style, interests and needs, the staff was able to design programs tailored to the individual. Through these activities, students were helped to design and carry out their own learning experiences, both within the confines of the project and in the community.

E. Outcome: Site Utilization

<u>As a result of Pathfinder Project activities, employer and community site resources will be utilized to provide individual students with personalized opportunities for exploring and refining career options, exercising basic skills, and achieving life skill objectives in specific situations</u>

1. students will be matched with sites to permit kinds and degrees of involvement to vary in relation to individual differences in student goals
2. early analysis of the learning potential of Experience Based Career Education sites will be undertaken prior to prescribing student onsite activities
3. ongoing liaison between site personnel and program staff will be maintained to insure that site activities are appropriate to the site and the student; meet performance expectations negotiated by students, staff, and employer instructors; and are supervised and recorded

Job exploration sites were developed for individual students on the basis of their unique interests, abilities, and goals. Although commitment for job site exploration was obtained from many employers, students were placed on sites only after negotiating with the employer for individualized experiences. This pre-analysis of employer sites proved to be a logical approach when actually placing students for exploration. Monitoring of the student and liaison with the job site personnel were also facilitated by this early analysis and commitment.

Other Activities & Events

A two-day summer program for high school age students served 16 individuals. The program activities are included in the Appendix of this report. The program included a review of work attitudes and opportunities, with the final half day spent exploring an occupation on an employer site.

Brochures for prospective students and for prospective employer instructors, community groups, and agencies were printed and widely disseminated to employers, agencies, and school counselors.

Other activities and events included the following:

- Receiving student referrals from the South Dakota Job Service, Social Services, Vocational Rehabilitation, Mental Health Center, Halfway House, and the Codington County Detention Center.
- Referral of students to the Job Service for counseling and placement.
- Cooperation with the Job Service in the development of a two-day program for Summer Youth Program participants.
- Interaction with CETA sponsors.
- A non-traditional job roles workshop.
- Use of Lake Area Vocational-Technical Institute facilities and instructors.
- Staff meeting with Watertown High School counselors.
- Staff meetings with Advisory Committee.
- Videotaping of employment interviews conducted by local businessmen.
- A meeting with representatives of the Lake Area Vocational-Technical Institute, the Bureau of Indian Affairs, the Division of Vocational-Technical Education, Vocational Rehabilitation, the South Dakota Job Service, and the Bureau of Apprenticeship and Training.

- Inservice meeting for Watertown High School counselors.
- Conferences with Watertown school administrators.
- Numerous conferences with agency personnel regarding project and specific clients.
- Tours of Halfway House and conferences with administrator.
- Conferences with students and, in some cases, with their guardians.
- Field trips with students to Mitchell Area Vocational-Technical Institute; University of South Dakota; South Dakota State University; and Augustana College and the Community College in Sioux Falls.
- Establishment of an efficient student records system.

Publicity & Dissemination

A letter and brochures were sent to the TV stations serving this area, inviting them to feature the Pathfinder Project. No response was received to this inquiry. An abstract of the project was submitted to the Regional VIII Office of Education in response to a request by the U. S. Office of Education. This abstract will form a part of a document on Part D projects. A paper outlining the project's implementation and dissemination procedures was prepared for Ohio State University for inclusion in a publication being prepared there for nationwide dissemination.

Major news stories consisted of a feature on a non-traditional job roles workshop and a photo feature on project and student activities.

Dissemination activities also included the direct community contact efforts and the contact with the individuals and groups visiting the project site.

Staff Development

The counseling coordinator and the community resource director visited

the following places during the year as part of their inservice program: the 916 Vocational-Technical School at White Bear Lake, Minnesota; the West Central Vocational School at LaCrosse, Wisconsin; the University of Wisconsin-Stout, Menominie, Wisconsin; the Minnesota Rehabilitation Center, Minneapolis, Minnesota; and the Vocational-Technical School at Willmar, Minnesota.

The Learning Coordinator and the Counseling Coordinator visited the Northwest Regional Educational Laboratory at Portland, Oregon, for EBCE inservice training. The Learning Coordinator also visited the community college at Fort Dodge, Iowa, to examine methods and materials and their adaptability to Pathfinder. The Learning Coordinator and the Community Resource Director attended a two-day General Aptitude Test Battery (GATB) training session where they were qualified for certification for administering the GATB.

A staff meeting involving the entire LAVTI teaching and administrative staff was held early in the project year to introduce the Pathfinder staff and to explain the project. Contact with LAVTI personnel was then maintained on a daily basis.

E. CONCLUSIONS, IMPLICATIONS, & RECOMMENDATIONS

A qualified staff was hired to design and carry out a broad range of project and student objectives relating to Experience Based Career Education. The first quarter was a time of management and planning for the arrival of the first students in January.

The consensus of the staff is that a great deal of experience was gained in all areas of concern by working with an extremely diverse student population during the second, third, and fourth quarters. While the project goals are unchanged, techniques and approaches have been modified to meet demands placed upon resources in meeting the needs of each student.

Modifications include the development of a two-day program and the acquisition of instructional supplies and equipment necessary to meet unique student needs.

The first project year was a time of forming policies and acquiring and developing instructional resources to meet the needs of students in accordance with the stated objectives. The need for the kinds of services Pathfinder has to offer was reflected in the diverse student population served.

The project has the flexibility to meet the needs of adults in work exploration, guidance and counseling, and in basic education skills. The staff has the experience and resources to serve larger number of students from various backgrounds in the future.

F. EVALUATION

First interim evaluation report of: Pathfinder: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information. Aspiration, and Career and Educational Opportunities.

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Project No. 502AH60061
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EVALUATION REPORT

This document constitutes the evaluation report for the first year of the Pathfinder Project in Experienced Based Career Education. This exemplary project in vocational education is based at Watertown, South Dakota and is conducted under Part D of Public Law 90-576.

GENERAL PROJECT INFORMATION

The Pathfinder Project is designed to help out-of-school young people find out more about themselves---their strengths and weaknesses, interests and aptitudes---and to explore jobs and education. As a part of their learning students spend part of their time on learning sites in local business and industry. Working adults in the community serve as guide in the students' learning process. The Pathfinder Project is specifically designed to help the undecided, the unemployed, and the underemployed person achieve orientation to the world of work. Additionally the Pathfinder Project serves persons who have needs in basic education skills or in the life skills that will help them function in society. Individual goal-setting and decision-making are emphasized, with students entering the education, training or work option best suited to them.

The Pathfinder program is directed by the staff in the Lincoln Annex of the Lake Area Vocational-Technical Institute, Watertown, South Dakota. Activities are tailored to individual needs, abilities, learning styles and goals. The program serves the unique needs of young South Dakotans, and encompasses the successful career education techniques and materials developed in earlier career education projects.

Pathfinder participants are enrolled as Lake Area Vocational-Technical School students. Individuals who are over 16 years of age and not enrolled in high school are potential candidates. The population served includes vocationally undecided individuals who want to explore careers in relation to their interests, aptitudes, and values, and those who have deficiencies in basic education and life skills.

The major goals and objectives of the project are divided into project objectives and student objectives. The following are the project objectives:

1. To develop an interrelationship between educational agencies and the community.
2. Develop a transportable Experienced Based Career Education Model.
3. Provide employer instructors with the staff support, program information, skill development and contact with each other needed to guide, negotiate with, instruct, and evaluate students.
4. Provide integrated, comprehensive experiences for students that will facilitate their decisions to enter education or training programs or a specific work situation.
5. Utilized employer and community site resources to provide individual students with personalized opportunites for exploring and refining career options, exercising basic skills, and achieving life skill objectives in specific situations.

The student objectives for the Pathfinder Project in Experience Based Career Education include:

1. Develop better understanding and acceptance of self.
2. Develop capability for making appropriate decisions, and set goals with respect to life style and initial area of work.
3. Develop an appreciation for the uniqueness of each individual and develop a proficiency in relating to others.
4. Explore or engage in any occupation regardless of former sex role stereotyping.
5. Evaluate academic strengths and be given the opportunity to complete high school or its equivalent.

6. Develop competency skills considered by the local community to be necessary for adults to function effectively in the community.
7. Develop a capability for understanding the world of work, with a broad perspective on opportunities and a specfic focus on one or more clusters of occupations, together with knowledge of the educational and occupational pathways that lead to them and of the work and ways of life that they involve.
8. Develop a capability for identifying and using available services, such as the South Dakota Job Service, education and vocational opportunities, and labor projection information. The student will also become knowledge in consumer education and in personal finance.

EVALUATION PLAN

The plan for evaluating the Pathfinder Project emphasized process evaluation objectives. Since the first year of the project involved the development and implementation of the program and student objectives, the evaluators emphasized the gathering of process evaluation information to assist the Project Director and staff to develop a meaningful program for the target students.

Three major evaluation procedures were utilized in the evaluation plan. These procedures were: (1) examination of program records, (2) interviews with students, and (3) interviews with community site exploration personnel. Utilization was made of Experience Based Career Education evaluation instruments wherever appropriate.

The remainder of this evaluation report will detail the findings from the three evaluation methods. The findings will be followed by an assessment of the attainment of Experienced Based Career Education characteristics as they relate to project goals and objectives. Conclusions and recommendations will complete the report.

Examination of Program Records

A thorough examination was made of the program records. This examination included perusal of the student files as well as major project reports and documents.

Thirty-nine students were involved in the project. This number does not include students in special summer program such as the Youth Career Experience Program. Of these 39 students, 20 were male and 19 female. Ages of the participants ranged from 16 to 51 with the median age being 22. The educational background of the participants ranged from third grade to post-high school training.

An analysis was made of the reasons students indicated interest in entering the Pathfinder Program. Table 1 indicates the types of reasons and the number of persons indicates the listed reasons of primary interest.

Table 1

Stated Reasons for Entering Pathfinder Program

Reasons	Number of Students Indicating Primary Concern
Occupational Exploration and Career Planning	16
Improvement of Basic Skills	9
Obtain employment	1
Self-Development	1
Educational Alternative	2
G.E.D. Attainment	5

As can be seen by examining Table 1, Occupational Exploration and Career Planning and the Improvement of Basic Skills were the two major reasons for students choosing to enter the Pathfinger Program. The information in Table 1 was gathered from the student application forms. Students were quite general in describing their needs. The actual numbers of students who participated in individualized elements of the Pathfinger Program such as Career Counseling or Basic Skills Improvement varied from the number listed in Table 1 since diagnostic and guidance procedures alerted the students to needs and learning opportunities available through the project that students were unaware of previous to entering the program.

The student application form contained a needs assessment rating scale. This scale was utilized to assess the general needs of entering students. Applicants were asked to respond on a five point scale of not important to extremely important to the following seven questions:

1. I want more freedom/independence
2. I want to choose my own learning style
3. I want to learn about careers
4. I did not like my previous school
5. I want to prepare for a job
6. I was bored with school
7. I heard the Pathfinder program was easy

Table 2 lists the means for the applicants responses to the seven questions listed above. This data gives support to the stated reasons.

Table 2

Needs Assessment of Entering Students

Need Question	Mean Student Response
I want more freedom/independence	4.0
I want to choose my own learning style	3.1
I want to learn about careers	4.6
I did not like my previous school	1.7
I want to prepare for a job	4.7
I was bored with school	2.0
I heard the Pathfinder program was easy	2.0

given by the applicants since the desire to learn about careers and the need to prepare for a job were extremely important to most of the student applicants. The applicant groups perceptions of their previous school experiences and of the nature of the Pathfinder program appeared to be of little importance. There was moderate need on the part of the applicants to choose their own learning styles.

Project records were examined for evidences of student achievement in the basic skills, life skills and career counseling areas. This examination revealed that a highly individualized program is in operation to meet the specific needs of the students. Results of student achievement were not highly quantifiable due to the individualized nature and the developmental nature of the first year program. However, adequate evidence is available for individual student achievement in both the basic skills and career counseling components of the program. Evidences of both pre- and post-test results for individual student development of basic skills was readily available. Due to the individualized nature, there was not a complete uniformity in testing. Experience in both the basic skills and career counseling components indicated that some of the planned evaluation instruments were not readily usable with the client group. Based on the experience of the first year program, plans are being made to standardize testing procedures for all students in the second year of the program.

In the basic skills program, upon enrollment, each student is given a series of diagnostic surveys. Instruments utilized include the Gray Oral Reading Test and the Wide Range Achievement Test. The Pre-Diagnostic Tests included in the Cambridge GED Self-Directed Study Series was extensively used to identify learning needs in mathematics and English.

In the student counseling program, students are tested in the areas of interest, aptitude and achievement. As in the basic skills program the testing is individualized according to the student's need. Use has been made of the Self Directed Search, Strong-Campbell Interest Inventory and other testing instruments. Evidence in the project records existed for a thorough use of counseling procedures particularly in the interest exploration area. Exploration units have been developed whereby students can thoroughly research, discuss and come to an understanding of their career interests.

An evaluation of the content according to participant perception was made of the Pathfinder Summer Two-Day Youth Career Experience Program. This program was a specially planned program for students presently enrolled in high school. The purpose of the program was to expose students to various aspects of employment and career decision-making. The schedule for each day of the two-day program appears below:

First day:

1. Orientation
2. Filmstrip and discussion regarding the steps in beginning the search for a job
3. Administration of the Strong-Campbell Interest Inventory
4. Filmstrip illustrating the cluster approach to occupations
5. A period of time for students to research career information
6. Discussion and tentative decision on community exploration sites
7. Noon meal at the Lake Area Vocational-Technical Institute
8. Tour of the Lake Area Vocational-Technical Institute
9. Discussion on financial opportunities for training and education beyond high school

Second day:

1. Review and discussion of the results of the Strong-Campbell Interest Inventory administration
2. Continuation of career information research
3. Viewing of Career Exploration filmstrip
4. Identification and assignment of community exploration sites
5. Filmstrip and discussion on the rights of any person to qualify for and fill positions traditionally labeled "men's" or "women's" jobs

Students were asked to rate the major elements of the Summer Career Experience Program on a one to five scale. A rating of 1 typfied little value while a 5 rating indicated a highly beneficial program component. Table 3 lists the mean student rating for

Student Evaluation of Program Components
of Summer Career Experience Program

Component	Mean
Filmstrip - Job search steps	3.75
Interest Inventory	4.86
Career Research Activities	3.43
Site Selection	4.38
Noon Meal	4.25
Tour	3.88
Financial aids Discussion	4.38
Interest Inventory Review	4.50
Career Research Activities	4.00
Assignment of Community Exploration Sites	4.88
Non-traditional Sex Roles Filmstrip	3.88
Filmstrip on Work Habits	4.00
Interview Techniques	4.43
South Dakota Job Bank Information	3.57

each of the central components of the two-day program. The students rating of the program indicates a high level of acceptance and satsifaction with the program. The Job Exploration activities and the interest inventory assessment appeared to me of particular importance to the participants.

Interviews with Program Clients

Eleven clients of the program were interviewed by the evaluators. The structured interviews included the following questions:

1. What is your overall impression of the Pathfinder Project?
2. What do you like best about the program?
3. What do you least like about the program?
4. What areas of the program could be improved?
5. What have you specifically learned by participating in this program?

The evaluators conducted 20-30 minutes interviews with the sample group of clients. All interviews were held individually and were arranged without the clients having previous notice of the interview process.

The results of the interviews will be reported for each question. Information obtained from the interviews will be reported both collectively and individually by means of sample verbatim comments.

Overall Impression of the Program. All eleven clients indicated a very positive experience and acceptance of the program. They were particularly laudatory to the helpfulness and professionalism of the Pathfinder Project staff. Repeatedly the interviews stated that they felt the staff had a genuine interest in them and helped in all ways possible. Sample comments from the interviewees included:

1. "I really like the program; it's helped me a lot."
2. "The staff is really interested in us."
3. "It's the first time that school has had a real meaning for me."
4. "I like the freedom we are given to learn on our own."
5. "You do what you need to do here, not what other people think you should do."
6. "I can understand most of the things that are presented and those I can't I can get a lot of help with."
7. "Its a tremendous program."

Best Aspects of the Program. Responses to this question closely paralled the previous question. Generally, the clients found the program to be relevant and helpful. They liked both the approach that was used in teaching basic skills and in learning about their interests and careers. Their experience with the community job site exploration program was particularly positive. Sample comments from the interviewees included:

1. "I like the freedom to learn as we want and to be able to set up our own schedules as far as time is concerned."
2. "Working on the job; I really like it a lot."
3. "Finding out what my interests are and what jobs are available in my interest areas."
4. "Learning how to do math better."
5. "The relaxed atmosphere around here; they treat you like an adult not a child."

Least Liked Aspects of the Program. The interviewees had a difficulty in identifying aspects of the program that they didn't like. Repeatedly, the response was "I can't think of any." The only major area of concern was that a few clients indicated that they had hoped to receive direct job placement services. However, they seemed to understand that job placement was not the purpose of the program. This particular concern was stated usually by clients who were near completion of the program and were contemplating their next step.

Suggestions for Program Improvement. Most suggestions for program improvement centered around the desire for more directly job related experiences. There was also a desire for exploring more than one community job site. A better match of job site and career interests was mentioned by one interviewee. Sample comments from the interviewees included:

1. "I would have liked to have had more direct work experience, what I had I liked."
2. "I got a little tired of doing the same thing all the time in my work assignment; I did learn that I wouldn't want to do that job all my life."
3. "More choices for work."
4. "Can't think of any."

A number of clients were unable to give any suggestions for program improvement.

Specific Learnings from the Program. Response to the question, "What have you specifically learned by participating in this program?" centered around improved confidence and improved educational skills. Sample comments from the interviewees

included:

1. "I feel that I am ready to get a job now."
2. "Being able to get the G.E.D. has really helped me."
3. "I know more of what I want and don't want to do."
4. "I've got much better prepared to take a job now."
5. "I feel much better prepared to take a job now."

The final phase of the examination of project records was a review of the completed debriefing questionnaires. This questionnaire includes a series of questions to which the student responds upon completion of the program. The questionnaire covers eight major student outcomes of the Pathfinder Project. These areas are as follows:

1. How Pathfinder has helped me improve my basic skills.
2. How Pathfinder has helped me learn more about my self.
3. How Pathfinder has helped me improve my job-seeking skills.
4. How Pathfinder has helped me set goals.
5. How pathfinder has helped me make decisions.
6. How Pathfinder has helped me relate to other people.
7. How Pathfinder has helped me learn about the South Dakota Job Bank, South Dakota Service, Educational Opportunities, Job Opportunities, and Job Clusters.
8. How you feel about Pathfinder, about yourself, and about your future.

As in the student interviews, the responses to these questions indicating positive achievements in many of the prescribed areas. Generally students were more specific about outcomes in the basic skills and job seeking skills than in the other areas. Responses to the debriefing questionnaire were varied and open-ended to the degree that the evaluators did not attempt to quantify the responses for presentation in this report.

Interviews With Community Exploration Site Personnel

Personnel at seven of the industries or institution with which student were placed for career explanation.

The EBCE Employer Opinion Survey was used as a interview guide. All of the cooperating agencies emphasized career explanation whereas a few of agencies did very little as far as learning levels were concerned.

It is very apparent that the program was exceptional organized and supervised. The cooperating groups were all pleased with the orientation they received from project personnel.

In the area of career exploration, considerable effort was made to talk about job opportunities, other job activities at the site, evaluation of student's work assignments, as well as discussion about students' personal problems.

A couple of problems were discovered at these interview sessions. Some of the students apparently expected to be hired. Even though project personnel worked in this problem, nevertheless, some students still expected to be hired. Also, it would be helpful to have a written employer form for student evaluation.

Involvement of students in this aspect of the program was accomplished almost entirely by contact from program personnel.

Employers all agreed that the program staff provided enough information to have student activities at the site. They all agreed, also, that they would like to continue in the program. There was a general awareness that other employees benefited from their participation in the program. They also agreed that this program was a excellent program.

Experience Based Career Education Essential Characteristics Checklist

The evaluators utilized the EBCE Essential Characteristics Checklist as a monitoring device to ascertain the degree to which the Pathfinder Project was on target as a Experienced Based Career Education program. This checklist identifies 24 characteristics of a well-developed experience based career education program.

The 24 characteristics are included in the following five general areas:

1. EBCE is an individualized program.
2. EBCE is a community-based program.
3. EBCE is an experience-based program and is built from the career activities of adults.
4. EBCE must have its own identity and must be comprehensive and integrated.
5. The EBCE program places a major emphasis on the career development of students.

The evaluators examined each of the 24 characteristics in relation to the implementation of the characteristics in the Pathfinder project. Rather than make an arbitrary one to five rating, the evaluators chcose to comment on the evidenced achievement of each of the characteristics on the basis of the first-year Pathfinder program.

Table 4 lists the 24 Experience Based Career Education characteristics and the evaluators comments regarding the implementation of these characteristics.

Table 4

Experience Based Career Education Essential Characteristics Checklist

Characteristic	Evaluators Comments
I. EBCE is an individualized program	
A. Ongoing staff assessment of student needs, interest, and abilities in Basic Skills, Life Skills and Career Development	Student needs, interests and abilities are continually assessed. This aspect of the Pathfinder project has improved greatly as the staff has gained experience with the program. Initial assessment procedures need to be standardized for all students and plans are being made to implement this in the second-year of the program. Evidence of continuous assessment is present. This is particularly true in the Basic Skills and Career Development areas. Less Assessment is taking place in the Life Skills area. This area needs to be strengthened.

B. Participation in assessment	Students are actively involved in the assessment process. Much of the assessment is based on the expressed needs of students. The staff is devoting considerable time to the explanation of assessment results and the concomitant student/staff planning process.
C. Individual negotiation	Students and staff are actively involved in the negotiation process. Neither staff nor students appear to be playing a dominant role in the negotiation process. A spirit of mutual cooperation between students and staff appears throughout the program.
D. Integration	Student learnings are integrated with the student's prior educative experiences. There is a concentrated attempt to build on the entering strengths and needs of the students.
E. Accountability standards (a set of learning and behavioral expectations for students as members of the EBCE 'community')	Accountability is highly individualized. The debriefing questionnaire is an example of a basic accountability process used in the program. There is a need for the establishment of a more specific and standardized accountability system.
II. EBCE is a community-based program.	
A. Community input into program planning and operation	Various approaches have been utilized to assure community involvement in the program. The advisory committee membership constitutes a wide tange of community representation. There is a close working relationship with the Watertown, SD school district and the Lake Area Vocational-Technical Institute personnel.
B. Role of the Program advisory board	The evaluators did not assess the direct. involvement and influence that the advisory committee has on the project.
C. Community members and student learning	Considerable evidence exists verifying the use of community members as resource persons in the program. Certifiers of student learning have been established in the community job exploration sites and for some life skill areas.

D. Provision for community instructor training/development activities	Close coordination exists between the program and the community instructors. Follow-up and instructor development is largely individualized with considerable time spent in meeting with and assisting the community instructors.
III. EBCE is an experience-based program and is built from the career activities of adults	
A. Mode of learning	Active, realistic, lifelike learning activities are provided for the students The traditional school atmosphere is non-existent.
B. Student activity	Students are given a great deal of responsibility in budgeting their time and managing their learning and working activities.
C. Utilization of resources for learning	Learning resources are varied and realistic. A programmed approach to learning is utilized as well as extensive use of a tutorial mode. Extensive human interaction is present in the utilization of learning resources.
D. Community learning activities	Adult activities in the community are actively used. This is true particularly in the job exploration sites, in bringing in resource persons, and in field trips,
E. Reference population	The project uses a combination of school work and adult resources.
F. Community learning potential	Continual assessment is being made of the learning resources available in the local community.
IV. EBCE must have its own identity and must be comprehensive and integrated	
A. Program requirements and processess	Generally student needs determine student learning plans. Students actively seeking G.E.D. certification receive some aspects of the regular school requirements and processes.

B. Program completion requirements	The program completion requirements are well defined. Follow-up appears to be somewhat lacking in that students may informally leave the program without indicating specific completion requirements.
C. Curriculum	The curriculum structure includes experiences in Basic Skills, Life Skills, and Career Development. Experiences in Life Skills are somewhat lacking and need to receive added attention.
D. Survival competencies	Some attention has been placed on providing performance-based survival competencies in the program. Presently competency programs are available in the use of the telephone and in bank services. Additional competencies are available in the consumer education unit.
E. Interrelatedness of curriculum areas and student learning	There is considerable interrelatedness of the Basic Skills and Career Development areas. The staff discusses student progress periodically and attempts to merge subject areas into a total learning experience for the student rather than a segmented approach of highly specific subject areas.
V. The EBCE program places a major emphasis on the career development of students	
A. Types of community learning situations	Definite provision is made for different types and levels of learning situations at the employer/community sites. Follow-up is conducted to ascertain changing needs.
B. Emphasis at learning sites	Students are definitely on employer/community sites for learning about careers rather than to seek remuneration.
C. Career decision-making	Students are usually required to gather information about themselves and the world of work and apply this information in career decision-making. Values, needs and interests are emphasized in the career development process. A thorough investigation of career interests followed by a career search process is typical.

D. Reflections on student experiences	Students are regularly encouraged to reflect on experiences and evaluate their own strenghts, weaknesses and individual progress.

CONCLUSIONS AND RECOMMENDATIONS

In assessing the effectiveness of the Pathfinder Project in Experience Based Career Education, the following summary conclusions and recommendations are based on the evaluative data and the evaluator visitations during the project year.

Conclusions

The findings from the evaluation indicate that the Pathfinder project somewhat more open-ended than is necessary. Possibly the forms could be combined with a needs checklist and an outcomes checklist to simplify the planning and evaluating processes.

The Pathfinder Project is effectively meeting its major objectives. Repeatedly the evaluation findings suggest a well-developed, meaningful program for the participating students.

APPENDIX A

Age, Race, and Sex Characteristics of Pathfinder Students

AGE, RACE, AND SEX CHARACTERISTICS OF PATHFINDER STUDENTS

Age	Native American		Other		Totals
	Male	Female	Male	Female	
16 - 18	2	0	10	16	28
19 - 21	0	2	3	3	8
22 - 24	1	1	3	1	6
25 - 30	0	1	1	2	4
31 - 35	0	1	1	1	3
36 - 40	0	0	0	2	2
41 - 45	0	1	2	2	5
45 Plus	1	0	2	0	3
TOTAL	4	6	22	27	59

APPENDIX B

Pathfinder Community and Student Brochures

Partners in Education with the Community

PATH FINDER

Project in Experience Based Career Education

Making the community the classroom for learning, experiencing, working, living

COMMUNITY AND STUDENT BROCHURES

Pathfinder is designed to help individuals learn more about themselves, experience various kinds of work, and explore avenues of training and education that will lead to employment.

It also serves those who have needs in basic education skills or in the life skills that will help them function more effectively in society.

Activities are geared to individual needs, abilities, and learning styles, with goal-setting and decision-making emphasized. Students enter the training, education, or work option best suited to them.

The Pathfinder Project is experience based career education. The community with its day-to-day activities provides students with a wealth of learning opportunities and resources. A network of learning sites helps meet the educational needs and interests of students as they learn IN and FROM the community.

Each employer or community site can offer several learning areas. A student learning area can be an entire organization or one person's job.

Through their "real world" interactions with adults, students learn about careers, about life, about other people, about themselves. They gain competence in the skills adults need to function effectively in society.

Pathfinder students learn responsibility by helping design their own learning activities and by following standards that parallel the standards working adults are expected to maintain on the job.

A staff of three works closely with a small number of students. The counseling coordinator helps students learn more about their interests and abilities and helps them set goals. The learning coordinator helps them strengthen such skills as reading and math, and helps them learn new skills of value in everyday life.

The community resource director helps students learn about various kinds of work of interest to them through actual experience in the community. The person at a job site who works with a Pathfinder student is known as an employer instructor, or EI. The EI is a key person in the student's learning experience, and is many things to the student — teacher, counselor, model, and friend.

But perhaps the most important feature of Pathfinder is that students learn HOW to learn: how to plan learning activities, how to find and use resources in the community, and how to build on experience. Their learning is a lifelong process directly related to individual goals and choices.

Students are admitted to Pathfinder throughout the school year. They are encouraged to remain in the program until their individual goals for entering training, education, or employment are achieved.

All activities are coordinated by the Pathfinder staff in the Lincoln Annex of the Lake Area Vocational-Technical Institute (LAVTI). Pathfinder students are considered part of the LAVTI student body, and are encouraged to take advantage of LAVTI facilities and activities. However, students enrolled in Pathfinder are not charged tuition or fees.

WHAT is Pathfinder?

It is a program to help people find out more about themselves — their strengths and weaknesses, interests and aptitudes. They learn about many kinds of jobs through actual experience, and explore avenues of training and education.

WHY was Pathfinder started?

The undecided, the unemployed, and the under-employed person needs orientation to the world of work. Pathfinder is experience based career education, and relates directly to the job scene.

WHEN did Pathfinder begin?

Federal funds for the program were approved to the Watertown Independent School District No. 14-4 in the fall of 1976, and the first student enrolled in December, 1976.

WHERE is Pathfinder located?

The Pathfinder offices are in the Lincoln Annex to the Lake Area Vocational-Technical Institute in southwest Watertown. However, students spend part of their time on learning sites throughout the community.

WHO can enroll in Pathfinder?

Any person over 16 years of age can apply for admission, if he or she has a sincere desire to: learn about career options, strengthen basic skills, acquire life skills needed to get along well in society, gain career development skills, and develop decision-making abilities.

HOW can you enroll in Pathfinder?

By contacting the Pathfinder offices in person or by telephone and arranging for an interview. The address is 120 Third Street Southwest, Watertown, South Dakota 57201. Telephone 886-3977.

students are guided by working adults

The Pathfinder Project in Experience Based Career Education (EBCE) is designed to help out-of-high school young people find out more about themselves — their strengths and weaknesses, interests and aptitudes — and to explore jobs and education.

In this unique approach to learning, students spend part of their time on learning sites in local business and industry, and students are guided in their learning by working adults in the community.

Pathfinder is a response to help the undecided, the unemployed, and the underemployed person get orientation to the world of work.

Pathfinder also serves young people who have needs in basic education skills or in the life skills that will help them function in society. Individual goal-setting and decision-making are emphasized, with students entering the education, training, or work option best suited to them.

All Pathfinder activities are coordinated by the staff in the Lincoln Annex of the Lake Area Vocational-Technical Institute (LAVTI). Activities are tailored to individual needs, abilities, learning styles, and goals. The program serves the unique needs of young South Dakotans, and encompasses the successful career education techniques and materials developed in earlier career education projects in the community, state, and nation.

EBCE relates directly to the job scene

Pathfinder participants are enrolled as LAVTI students; individuals over 16 years of age and not enrolled in high school are potential candidates. The population served includes vocationally undecided individuals who want to explore careers in relation to their interests, aptitudes, and values, and those who have deficiencies in basic education and life skills.

EBCE is important in meeting the needs of young adults because it aligns with the needs of society and relates directly to the job scene. Students are given opportunities to understand the role of work in society and the range of jobs that exist.

There is a common body of knowledge needed by workers regardless of their occupations. For example, all workers need to understand how to apply for a job, how to get along with co-workers, and how to manage their personal finances. They need to understand their own values, interests, aptitudes, and abilities as a basis for setting personal goals and planning ways for self-improvement.

Work site experiences go beyond merely acquiring career information to encompass the use of that information in examining alternatives and in making decisions related to work, education, and life style goals.

Through their "real world" interactions with adults, students learn about careers, about life, about other people, about themselves. They gain competence in the skills adults need to function effectively in society.

business-industry part of education system

The community and its day-to-day activities can provide students with a wealth of learning opportunities and learning resources. A network of learning sites helps to meet the educational needs and interests of students learning IN and FROM the community.

Each employer or community site can offer several learning areas. A student learning area can be an entire organization or one person's job.

Work site experiences are intended to be educationally productive for the student, but not economically productive for the employer. Therefore, students cannot be paid for their job site experiences, nor should the employer expect Pathfinder learners to function at a productive level. This is a major difference between EBCE and most other on-the-job programs.

Business and industry become an integral part of the community educational system in helping to meet the following needs of youth:

- Gaining insight into self.
- Observing, experiencing, and evaluating adult roles.
- Obtaining employment skills.
- Obtaining the broader social, political, judgmental, and communication skills required for choosing, changing, and advancing within an adult environment.

Pathfinder students learn responsibility by helping design their own learning activities and by following standards that parallel the standards working adults are expected to maintain on the job.

But perhaps the most important feature of Pathfinder is that students learn HOW to learn: how to plan learning activities, how to find and use resources in the community, and how to build on experience. Their learning is a lifelong process directly related to each individual's goals and choices.

employer instructor key person in EBCE

The person at a job site who works with a Pathfinder student is known as an Employer Instructor (EI). The EI is a key person in the student's learning experience, and is many things to the student — teacher, counselor, model, and friend. Periodic employer instructor development seminars at the Lincoln Annex provide site personnel with the staff support, program information, skill development, and contact to help them guide, instruct, and evaluate students.

Work sites are utilized in the following ways:

CAREER EXPLORATION. Student's first experience at job sites of their choice. These experiences vary in length from a few hours to a few days, and lead through a logical process of job investigation and assessment that will be applied to their education and work decisions.

LEARNING LEVEL. Students may want to expand upon their first job site experiences. Career interests and options are refined as they recognize the demands for personal qualities that jobs place upon workers. A learning level experience may last from several days to several weeks.

SKILL BUILDING & PLACEMENT. Pathfinder students who want to develop employable skills leading to job placement may arrange for special placement with an employer. Students can take their job site involvement to any level that can be negotiated with an employer. Placement also refers to entering a program of formal training or education.

Why Employers Participate

EBCE offers benefits to employers as well as to students. Following are some of the reasons given by employers for participating in the 3-year pilot program in Experience Based Career Education at Tigard, Oregon:

- Involvement with EBCE provides an altruistic opportunity for helping other people.
- Teaching can be rewarding. Many people take great pleasure in instructing someone who is interested in their job skills.
- Some employers gain satisfaction in helping previously uncommitted students achieve academic success for the first time.
- Participation in an EBCE program can provide introductory training for future employees.
- Working with EBCE students can boost employee morale. New faces and new personalities help renew interest in the environment.
- The desire to show someone how to handle a job can increase productivity.

For information on how your business or organization can have a part in Pathfinder, call the Project offices at 886-3977.

APPENDIX C

Pathfinder News Features

Pathfinder provides insight to work

"WHAT ARE you going to be when...?"

Every child is asked this question. Any answer is ok.

The question becomes more pointed in the teen years when it becomes, "What are you going to do when...?"

It really hits home to those leaving high school. And the question has a way of cropping up throughout one's working life in the form of "What am I going to do now?"

THE PATHFINDER Project of the Watertown Public Schools provides some answers by helping people sample various kinds of jobs in keeping with their interests and abilities. It is designed for the vocationally undecided person leaving high school, and for adults who want to take a fresh look at job options or who want to brush up on such skills as math, English or typing to make themselves more job-ready.

Pathfinder, located in the Lincoln Annex to the Lake Area Vocational-Technical Institute, enrolled its first students in January. A learning and experience program is tailored to individual needs, interests and available time. "Some people spend only a few hours in Pathfinder to get specific information on careers and training," says Clayton Carlson, project director. "Others spend six hours a day, five days a week exploring various aspects of work at the project site or in the community."

SOME PATHFINDER students combine work exploration with improving communications or math skills, or work toward a high school equivalency certificate. A variety of "life skills" units in personal finance, job-seeking, learn both in and from the community," he explains.

A two-week unit within Pathfinder is being planned for those desiring an intensive, short-term experience in self-assessment and career exploration. More information on any aspect of the program is available from the project offices at 120 3rd St. SW or telephone 886-3977.

COSMETOLOGY — Carol Morris, left, a Pathfinder staff member, supervises Mary Enger, a 1976 Watertown High School graduate in the program's cosmetology unit. Instruction at the project site is coordinated with job exploration in the community and at the Lake Area Vocational-Technical Institute.

SMALL ENGINES — Carol Kost dismantles an engine with some pointers from student Bob Kleen. Pathfinder participants are encouraged to explore 'non-traditional' jobs. Students enter the program throughout the school year and stay until they've reached their goals.

and other areas are available, Carlson points out. "But we're not training people for jobs," he emphasizes. "Pathfinder helps people evaluate themselves in relation to various kinds of work and training. We help them set goals, get a variety of experiences and make decisions." Students are encouraged to stay in Pathfinder until they achieve their goals.

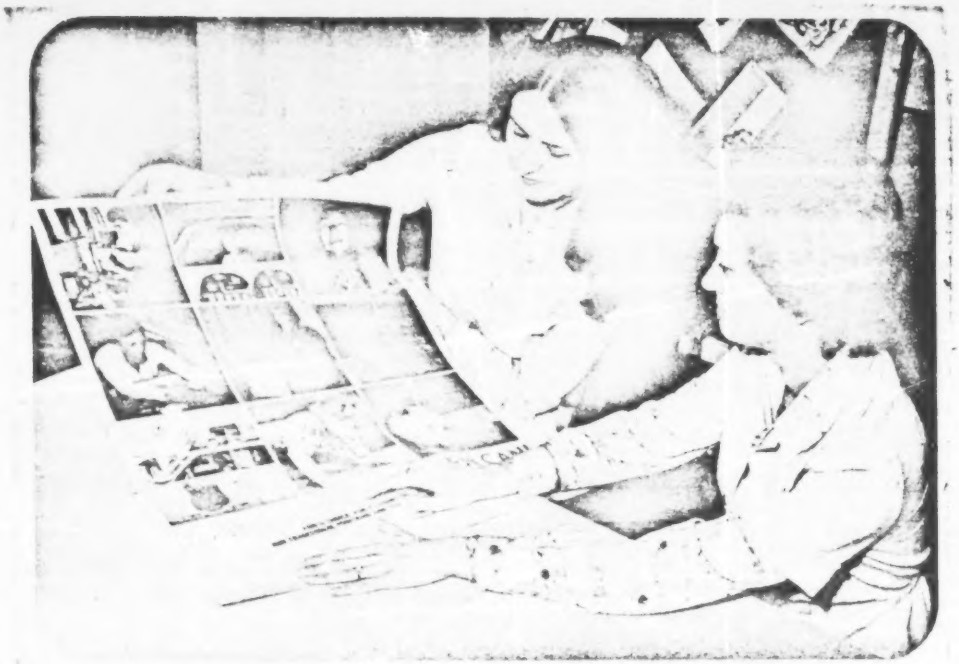
A STAFF of four works closely with the students, helping them design and complete their activities. Employers and workers in the community become an extension of the Pathfinder staff in instructing and guiding students interested in their field of work. "The community and its day-to-day activities can provide people with a wealth of learning opportunities and resources. Pathfinder students

P/O *Special Feature*

BRUSHING UP — Violet Feather brushes up on her typing at Pathfinder. Programs are individualized according to personal needs, interests and time available. Pathfinder is federally funded through the Watertown School District and there are no tuition or other costs to students.

BASIC SKILLS — Helping people become more job-ready through improved reading, math and English skills is one goal of Pathfinder. Here, Bob Kleen works on a math lesson. The Pathfinder project has a staff of four to assist students.

Watertown (SD) Public Opinion — Thursday, May 12, 1977



AT WORKSHOP HERE — Jeanette Bergh, left, an instructor in the geriatrics program at the Lake Area Vocational-Technical Institute in Watertown, studies a poster "South Dakota Women Can" which was displayed by Mary Fran Flood, right, coordinator of Job Opportunities for Women. Miss Flood presented a workshop at the Pathfinder Project in Watertown.

Non-traditional jobs are workshop topic

By BARBARA MILLER
Modern Living Editor

A workshop on non-traditional jobs for women was held Friday in the Pathfinder Project offices at the old Lincoln School building in Watertown.

Attending were employes of the Pathfinder Project, representatives of the Job Service Office and counselors from the Job Service and the Watertown school system.

Presenting the information was Mary Fran Flood who is operating out of the Job Service Office in Sioux Falls on a federal grant to encourage schools, employers and women to consider non-traditional jobs for women.

Miss Flood's visit to Watertown is part of her job as program coordinator of Job Opportunities for Women, a Department of Labor project for the State of South Dakota. Her work is focused mainly in Sioux Falls but she is hoping to open up training areas for women in other parts of the state.

Most of the emphasis of the program is on raising public awareness, especially in the area of vocational education where they hope to encourage more women to enter such fields as auto mechanics instead of emphasizing practical nursing and traditional courses.

Through this program women are offered the opportunity to do work experience in non-traditional jobs which gives them a chance to see if they are really suited to the work before they enter a school. A woman in Sioux Falls has just completed a 14 week work experience in auto mechanics and now plans to take vocational training in the field.

Another woman has just graduated and another is just entering a course in industrial maintenance which includes electrical wiring, plumbing and knowledge of cooling and heating systems. Another woman has just completed 26 weeks of on-the-job training in this field.

Several women are taking classes to prepare them to enter the field of electronics and two women have completed truck driving school for Midwest Coast Transport and are now on the road driving 18-wheelers.

The program offers girls and women financial assistance in such training and incentive to the employer for on-the-job training, or, if it is necessary, to encourage the hiring of graduates.

Some of the advantages which many non-traditional jobs offer which a woman can consider in making her choice of a career are: better pay; often unionized with an established ladder pattern for advancement; greater fringe benefits; greater range of experience; development of new skills; and the opportunity to earn overtime pay.

APPENDIX D

Cooperating Employers and Placements

COOPERATING EMPLOYERS & PLACEMENTS

Assistant City Engineer

Bartron Clinic

Bruns Associates, Advertising (1)

Central Car Exchange

Codington County Extension Agents

Codington County Health Nurse

Codington County Highway Department

Davey Furniture Company

Department of Game, Fish, & Parks (2)

Dorothy's Furs & Fashions* (1)

Engelstad Electric (1)

Farm Discount Center

Farmers & Merchants Bank

First National Bank (1)

Griepp Insurance Agency

Harmony Hill Day Care Center

Harold's Camera

Herberger's Department Store

Housekeeping -- Mrs. W. Waege (1)

Jenkins Methodist Home (3)

Koehn Manufacturing Company (2)

KWAT-KIXX Radio

Lake Area Veterinary Clinic

Lake Area Vocational-Technical Institute* (7)

Marquardt Auto Supply*

McKinley Elementary School (1)

Memorial Hospital (2)

Model Rural Development (2)

Mental Health Center (1)

Midtex Corporation

Nichol Greenhouse

Northwestern Bell Telephone Company (1)

Dr. Clark Prey, Optometrist

Ovengold Bakery (1)

Redlinger Plumbing

Sather Construction Company

Schull Construction Company

Skaggs Grocery

South Dakota National Guard (2)

St. Ann's Hospital

Codington County States Attorney (1)

U. S. Air Force Recruiting

U. S. Army Recruiting (2)

U. S. Navy Recruiting

Walklin Child Care Center (2)

Watertown Fire Department (1)

Watertown Junior High School (1)

Watertown Public Opinion (2)

Wohlenberg & Gage, Accountants (2)

*Helped produce videotapes on interview techniques.

APPENDIX E

Basic Skills Testing Information

BASIC SKILLS TESTING INFORMATION

Basic skills activities completed by Pathfinder students, 1976-77.

Attained GED Certificate 5

Diagnostic Surveys

(a) Introduction to Arithmetic 18

(b) Introduction to English 5

(c) General Mathematical Ability 8

(d) Correctness and Effectiveness of Expression 13

Wide Range Achievement Test 6

Gray Oral Test 5

Brochure of Information for GED candidates 12

APPENDIX F

Guidance and Counseling Testing Information

GUIDANCE AND COUNSELING TESTING INFORMATION

Strong-Campbell Interest Inventory, Merged Form	41
Minnesota Importance Questionnaire (MIQ)	17
Wide Range Achievement Test (WRAT)	5
General Aptitude Test Battery (GATB)	25

Other tests are available, and are given at the discretion of the counselor.

APPENDIX G

Cooperating Agencies

COOPERATING AGENCIES

South Dakota Department of Labor

- CETA Program
- Job Service

South Dakota Department of Education & Cultural Affairs

- Division of Elementary & Secondary Education
- Division of Vocational-Technical Education

South Dakota Department of Social Services

- Division of Human Services
- Division of Vocational Rehabilitation

South Dakota Advisory Council for Vocational Education

Tie-Line (Statewide telephone linkage of human services)

Bureau of Apprenticeship & Training

Bureau of Indian Affairs

Model Rural Development Program

Mental Health Center

Halfway House (For people with alcohol or drug abuse problems)

Codington County Detention Center

Watertown Area Chamber of Commerce

Area Vocational-Technical Schools

Multi-District Vocational High School

Watertown High School

Area High Schools

Watertown Junior High School

APPENDIX H

Pathfinder Advisory Council

PATHFINDER ADVISORY COMMITTEE

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South Dakota Job Service
715 South Maple
Watertown, South Dakota 57201
886-5771

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Model Rural Development
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Watertown, South Dakota 57201
886-7224

Bill Franklin, Administrator
Division of Vocational Rehabilitation
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APPENDIX I

Career Exploration Units

On-Site Career Exploration Units Developed by LAVTI Instructors

Machine Tool Technology

Radio & TV Servicing

Electronics Technology

Practical Nursing

Recreation Therapy (Geriatrics)

Cosmetology

Parts Management & Services

Drafting Technology

Child Care

On-Site Staff Developed Career Exploration Units

Supermarket Checkout

Business Office

Small Engines

Homemaking

a. Budgeting
b. Consumer
c. Grooming for Men & Boys
d. Grooming for Women
e. Laundry & Pressing
f. Sewing
g. Table Setting

On-Site Singer Career Exploration Units

Sheet Metal

Medical Service